R E P O R T R E S U M E S

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PROGRAMS FOR THE MASTER OF ARTS IN TEACHING WITH A MAJOR IN ENGLISH AT THE UNIVERSITY OF IDAHO, UNIVERSITY OF NEW MEXICO, AND UNIVERSITY OF VERMONT.

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FOR A REPORT ON GRADUATE PROGRAMS IN ENGLISH, THE ASSOCIATION OF DEPARTMENTS OF ENGLISH AND THE EDUCATIONAL RESOURCES INFORMATION CENTER AT THE MODERN LANGUAGE ASSOCIATION OBTAINED INFORMATION FROM CHAIRMEN OF DEPARTMENTS OFFERING GRADUATE WORK IN ENGLISH. SOME OF THE BASIC DATA ASSEMBLED FOR THE FULL REPORT (AVAILABLE AS TE 500 075) ARE THE THREE DESCRIPTIONS OF MASTER OF ARTS IN TEACHING (MAT) PROGRAMS CONTAINED IN THIS DOCUMENT. A REVISED PROPOSAL FOR THE MAT WITH A MAJOR IN ENGLISH AT THE UNIVERSITY OF IDAHO OUTLINES THE OBJECTIVES AND COURSES FOR THIS DEGREE. THE MAJOR PORTION OF THE DOCUMENT CONSISTS OF "COMMITTEE RECOMMENDATIONS FOR DEGREE PROGRAM LEADING TO THE MASTER OF ARTS IN THE TEACHING OF ENGLISH" AT THE UNIVERSITY OF NEW MEXICO. PETER PROUSE, COMMITTEE CHAIRMAN, DESCRIBES THE COURSES, AND DISCUSSES THE PURPOSE AND REQUIREMENTS FOR THIS DEGREE AS WELL AS THE NEW TRENDS IN ENGLISH EDUCATION AND OTHER FACTORS RELATED TO THE NEED FOR THE MAT. A BRIEF DESCRIPTION OF THE MAT PROGRAM AT THE UNIVERSITY OF VERMONT IS ALSO INCLUDED. (BN)

PROGRAMS FOR THE MASTER OF ARTS IN TEACHING WITH A MAJOR IN ENGLISH AT THE UNIVERSITY OF IDAHO, UNIVERSITY OF NEW MEXICO, AND UNIVERSITY OF VERMONT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED017534

Prompted by the publication of the "Recommendations Concerning the Ph.D. in English" in PMLA (September 1967), the Association of Departments of English and the Educational Resources Information Center (ERIC) at the Modern Language Association invited the chairmen of 200 departments offering graduate work in English to describe their current graduate programs as well as recent or planned changes in graduate degree requirements. The full report based on the responses, A First Report on Graduate Programs in English (1968) by Bonnie E. Nelson, is available through ERIC as TE 500 075.

Some basic data on Masters of Arts in Teaching assembled for the report are reproduced here because they are not generally accessible through published catalogs, handbooks, and brochures.

TE 500 018

Bonnie E. Nelson, Editor
MODERN LANGUAGE ASSOCIATION

March 1968

C O N T E N T S

University of Idaho, Moscow 3

University of New Mexico, Albuquerque 5

University of Vermont, Burlington 16

UNIVERSITY OF IDAHO

TO: Graduate Council

FROM: Floyd C. Tolleson, Jr.

SUBJECT: Revised Proposal for Master of Arts in Teaching with a Major in English, incorporating

DATE: AUGUST 23, 1967

Note: I believe that the sentence beginning "Candidates who have strong and recent preparation in English . . ." under Course Preference adequately meets the Graduate Council's desire for a strong recommendation for graduate courses while at the same time it makes the program practicable for students for whom the M.A.T. was designed.

Objectives: The M.A.T. English (Option I) is a terminal degree designed to enable certified teachers to strengthen their English preparation with a study program that will meet their specific needs and improve their teaching effectiveness. In addition to the general requirements of Option I in the University Catalog and the Graduate School Bulletin, the following specifics are to provide the candidates with a well-rounded knowledge of English and American literature and language. The Master of ARts in Teaching as a professional degree has no thesis. A foreign language, though recommended, is not a degree requisite.

Course Preference: For the twenty credits in English, out of the minimum thirty credits required for the M.A.T. degree, all candidates should include the following courses, if they have not had them for their undergraduate degree, as part of their program: English 141, "American English." English 196, "History of the English Language," and English 195, "History of Literary Criticism." A student who has earned credit in one of these courses, but not within five years of his entering the program, may be asked to repeat the course by audit, but this review will not reduce the thirty credits of the program. A student who has had one of the courses within the last five years will be asked to substitute for it a course which he has not already had from the following list:

English 135, Shakespeare: Comedies and Histories
English 136, Shakespeare: Tragedies and Romances
English 142, Introduction to Linguistics
English 207, The English Language, preferably (c) Early Modern and Late Modern English
Any one of the courses on Major figures and their age (English 133, 151, 152, 153, and 154)

Under the advisement of the major professor candidates may elect other English courses that will meet their teaching needs. Candidates who have strong and recent preparation in Englishwill be encouraged to take as many graduate level survey or genre courses as will promote some degree of scholarly competance. For the six required credits of graduate courses in Education, candidates will be under the counsel of the minor adivsor from the College of Education.

Deficiencies: Since a candidate for the M.A.T. with a major in English can be presumed already to hold at least certification in English as a teaching minor, he is expected to have at least six credits in Composition and six credits in English and American literature. Any part of these minimal twelve hours in English which the student does not have will be a deficiency for the M.A.T. program with a major in English.

Comprehensive Examinations: These examinations are based on the candidate's course work. A special committee, consisting of his instructors and his major professor, will be formed to determine the type (written, oral, or both), the nature (critical, interpretative, or factual), the scope (breadth, depth, or both), and the length.

Advisor: Graduate students who are beginning their program for the M.A.T. in English will be advised by Dr. Mason Tung, (UCC 211), advisor to graduate students in English. When a student has finished fifteen semester hours with a cumulative grade-point average of 3.0 or better and is then eligible for candidacy, Dr. Tung may, in consultation with the student, assign him to another member of the English faculty as major advisor.

The University of New Mexico

November 17, 1967

MEMORANDUM

To : Joseph Frank, Chairman of the Department of English, and Robert Doxtator, Chairman of the Department of Secondary Education

From : Peter Prouse, Chairman, Interdepartmental Ad Hoc Committee on the MAT of English

Subject: Committee Recommendations for Degree Program Leading to Master of Arts in the Teaching of English

The Interdepartmental Ad Hoc Committee appointed early this semester by you (Professors Baughman, Hirshfield, Pickett, Prouse, Vogel, F. Warner, and R. White) held lengthy meetings on September 26, October 19, and November 2 to develop recommendations for a program leading to the degree of Master of Arts in the Teaching of English. This memorandum summarizes our recommendations and explains the reasons for our making them.

Background Considerations. Several important considerations had to be taken into account by the committee in determining the need for such a degree, basic limitations upon its design, and the critical areas of needed improvement in English teaching in the secondary schools today.

1. The MAT degree "framework" adopted by the general faculty on May 12, 1959. Because the "framework" is basic to all other considerations, I include it here in its entirety:

"MASTER OF ARTS IN TEACHING

1. Title

The title of this degree shall be Master of Arts in Teaching (selected subjects).

2. Purpose

This proposed degree in the College of Education should be viewed as one making possible the effective cooperation of the College and various departments of the College of Arts and Sciences in the graduate year preparation of teachers, to the highest degree yet seen in the University. As such, the degree is evidence of the belief of both professional educators and educators in the fields of Arts and Sciences that preparation on the graduate level in both of their fields, respectively, is needed by the best teachers. Further, the degree recognizes that the desire of some teachers to improve their preparation on the graduate level by devot-

ing most of their master's program to the study of the subjects they teach is both legitimate and desirable.

This degree proposal also represents sensitivity of the College of Education to the movement of events and demands and needs of the nation as represented by strenuous efforts to improve teacher preparation through special programs by such agencies as the great private foundations, the National Science Foundation, and the United States Office of Education. Because one specialized degree (The Master of Education in Science) has already been approved by the general faculty, another is about to be proposed (The Master of Arts in Teaching Spanish), and similar degrees will probably be proposed in the future, the College of Education now wishes to propose this broad framework into which any such special degree proposals would fit.

If this proposed degree framework were approved, basic principles for this kind of cooperative effort in graduate preparation of teachers would be established and the need for protracted study and debate of future proposals of this nature would be eliminated.

The faculty of the College is fully aware of the broad implications and the importance of this step in the direction of greater cooperation between subject matter departments and the College and believes the step is a proper one to take.

The proposed degree framework is one designed to meet the requirements of Plan II as presently described in the Graduate Bulletin. In actual use the exact wording of the degree awarded to the student would be, for example, 'Master of Arts in Teaching Spanish' rather than the 'Master of Arts in Teaching.' In principle, however, we seek approval of the framework for the degree 'Master of Arts in Teaching' rather than any or all of the specially designed degrees under the framework. If the framework is approved, it can then be used for any subject subsequently approved by the general faculty.

3. Requirements for Admission to Program

Persons fulfilling the following requirements would be eligible to enter this degree program.

3.1 Must hold a baccalaureate degree.

3.2 Must have had at least 24 semester hours of course work in the subject to be offered as a major in the master's degree.

3.3 Must have had at least 18 semester hours of professional education and teacher certification in the state of his residence.

3.4 Undergraduate program must have included an amount and type of general education comparable to that required at the University of New Mexico.

3.5 Must meet other requirements listed in current Graduate Bulletin.

3.6 Deficiencies in any of the requirements listed above may be made up during the course of the degree program.

4. Requirements for Degree

4.1 22-26* semester hours of course work approved for graduate credit in the subject field chosen as a major. Such work must be approved by the subject matter department concerned.

4.2 8-12* semester hours of professional education course work approved for graduate credit. This work must be approved by the Department of Secondary Education in the College of Education. Upon agreement between the Department of Secondary Education and the subject matter department concerned, instructors for some of these courses may be chosen from the faculties of either of these departments, depending upon the nature of the course and the qualifications of the instructor.

4.3 A total of not less than 32 semester hours of graduate work.

4.4 All other general requirements now listed in the Graduate Bulletin.

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* The range of hours in course work in both subject and professional fields is here included to make possible adjustment to variations between proposals in the designation of certain required degree courses as 'exclusively subject matter', 'exclusively professional education', and 'subject matter-professional education'. In any instance, the degree will require a minimum of 32 semester hours of graduate work."

2. New Mexico certification regulations. Under the teacher certification regulations adopted by the State Board of Education on September 1, 1963, three kinds of certificates are issued: 1) Four Year Provisional Secondary Certificate; 2) Continuing Five Year Secondary Certificate; 3) Professional Secondary Certificate (or "Professional Licensure.") The Four Year Certificate is the one initially issued in the certification process. It is "provisional" in that it may be renewed one time only and provided the holder earns eight semester hours of graduate credit in areas applicable to meeting requirements for the Five Year Certificate or for Professional Licensure and earns those hours in the four year period immediately preceding the application for renewal. The Continuing Five Year Secondary Certificate is issued upon completion of 30 hours of graduate work "in a planned five year program at a regionally or New Mexico state accredited college or university," a major portion of which work "must be in the subject matter areas of the secondary school curriculum." The work need not culminate in a master's degree. Three years teaching experience completed during the five year period immediately preceding the date of application for the certificate is also required. This certificate is "continuing" because it may be renewed every five years upon completion of six additional hours of course work during the preceding period of service. Professional Licensure requires a master's degree. As long as the holder remains actively employed in the profession of education he need not renew it.

These regulations mean that any teacher receiving his Four Year Provisional Secondary Certificate after September of 1963 may not teach for more than eight years unless he has met the requirements for either the Five Year Certificate or Professional Licensure. Even though two avenues are open, nearly all teachers prefer to work for a master's degree and Professional Licensure. The effect, then, is to make a master's degree just about mandatory for teachers entering the profession after 1963.

The regulations have already been in effect a little over four years, so we can surely expect rapidly growing enrollments in master's programs beginning in the years immediately ahead.

3. State "guidelines" for English teacher training programs. According to Mr. George Prigmore, Coordinator of English for the New Mexico State Department of Education, new guidelines (i.e., standards, area study minima, etc.) for English teacher training programs in the state's institutions of higher education, based upon recommendations of a national committee of the National Council of Teachers of English, will shortly be proposed for adoption in New Mexico. On October 23, Dr. White and I met with Mr. Prigmore to determine if our committee recommendations for an MAT of English program would violate those proposed guidelines through significant omission. Apparently they would not; but Mr. Prigmore recommended most strongly the inclusion of a course in the program dealing with the language problems of the bilingual or sublingual student, pointing out the undeniable fact that almost all English teachers in New Mexico will have to deal with

such students frequently in their classes and sometimes in large numbers. The members of the committee discussed this at length and agreed that such a course is needed in the MAT program.

4. New trends in English education. Among the most important matters the committee had to consider is the great change that is already under way in English education in this country. The fact that a "New English" is rapidly developing in the schools seems so obvious as not to require any special documentation here. The basic reason for the change is widespread dissatisfaction with the performance of youngsters after having had up to twelve years of work in the subject, and hence dissatisfaction with the way English has been organized and taught. But the real source of change has been scholarly research in both content and methodology, research which has served to undo many of the basic "facts," assumptions, principles, and attitudes upon which past approaches, practices, and instructional materials have been founded. Among many other areas of such research that might be mentioned are microlinguistics (phonology, grammar, and semantics), metalinguistics (psycholinguistics and sociolinguistics), communication theory, critical approaches to literature, lexicography, dialectology, stylistics, morphemics in the learning of spelling, inductive vs. deductive approaches to teaching and learning, interaction analysis, curricular structuring and organization, language leaning theory, the taxonomic ordering of learning objectives for the sequential development of the higher mental skills and abilities, measurement of creativity and creative intelligence, and so on. Although English is only in a kind of intermediate stage in building new systems synthesizing the best of the old and the new on the basis of such developments, our MAT program must give considerable attention to these trends if it is to make any claim to being a "modern" program of teacher training. This explains why the Ad Hoc Committee has selected only three courses from our current offerings and proposes the development of seven new ones for the MAT program. I should add that the committee members believe that the new courses designed for the MAT program represent important needs as well in the regular master's programs of the departments, and even in other programs, for that matter. Enrollment in such courses should not be restricted to MAT students.

5. Other factors related to the need for the MAT of English degree. In addition to the points already made, there are several others which should be given consideration in establishing the need for the MAT program and for the kind of program proposed by the Ad Hoc Committee.

a. The general need. There is overwhelming evidence that secondary school teachers of English in this country are woefully unprepared to teach English effectively. Among the many studies and surveys that have established this fact, the publication of the National Council of Teachers of English entitled The National Inter-

est and the Continuing Education of Teachers of English will serve as a representative example. Here are a few quotations from that publication:

> Of the secondary teachers responding to the survey, two-thirds do not feel confident in their preparation in composition, and almost half are insecure in literature and language as well. In 1961, almost 50 per cent of the colleges did not require future high school teachers to complete as much as eighteen semester hours in literature; only 41 per cent required them to complete a course in advanced composition; only one-fourth required a course in the history of the English language; and 17.4 per cent, a course in Modern English grammar.
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> Today, only half (51.9 per cent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third (36.6 per cent), to teach composition; slightly more than half (53.5 per cent), to teach the English language. Fewer than one-third (32.7 per cent) feel well prepared to teach oral skills, and only one tenth, to teach reading at the secondary level. Nevertheless, among the more experienced teachers, as many as 32.3 per cent reported not taking a college English course since certification or not taking one for ten years. In his more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language. (pp. 5-6).
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> . . . . . .
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> In rating high the value of a specialized methods course, the teachers implied their lack of familiarity with contemporary findings in the psychology of learning and in new developments in language learning. . . . But experimentation with innovations in English instruction seems slight despite the publicity given to the schools which are trying them. (p. 7).
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> . . . Each year the demand for additional high school English teachers outruns the supply of qualified applicants by a ratio of 4 to 3. About half of currently employed high school English teachers do not have a college major in English. Over half of today's high school graduates go on to college, but there they find a steadily increasing shortage of well-prepared instructors, especially in English language and composition. . . .
>
> . . . For the preparation of high school English teachers, 59 per cent do not stipulate a course in advanced composition, and fewer than 200 out of more than 1200 colleges in the entire country graduate teachers who have been informed about the im-

> portant advances in English language study made in the last twenty-five years. In a world in which understanding of other peoples acquires ever-increasing significance, only a third of the colleges that prepare English teachers require work in world literature. Only a fifth require study of contemporary literature or of literary criticism. (Summary, p. 2).

And so on, for about two hundred pages.

I had occasion, as the director of the first two NDEA institutes in English at this university, to examine the preparatory backgrounds of hundreds of secondary school English teachers, and I can attest to the inadequacy of that training, as can the other members of the participant selection committees. In connection with our efforts to establish the need for the 1966 institute, Mr. Paul Simpson, then the Curriculum Specialist in Language Arts for the New Mexico State Department of Education, undertook at my request a study of the academic preparation of New Mexico secondary school English teachers. He arranged to have a ten per cent sample of the names of such teachers employed full time during the 1965-1966 academic year to be drawn by machine so that the transcripts of those 148 teachers could be analyzed to determine how much university level course work they had had in the various contentual and pedagogical areas generally considered to be important in English teacher preparation. The data yielded by the study lend strong support to the argument that New Mexico badly needs more and better programs of retraining and advanced study for the English teachers working in its schools. Not a single teacher of the 148 whose transcripts were analyzed had had a course in linguistics or in any of its component areas such as phonology or morphology. Of the 148, 111 (or 75 per cent) have not had a course in grammar and usage. Sixty-eight per cent (101) have never studied the history of the English language, 85 per cent (126) have not had a special methods course in the teaching of English, 59 per cent (102) have not studied problems and methods in the teaching of reading. Although only seven teachers (about five per cent) have never had a course in composition, the transcripts of almost all of the other 141 who did take such a course show it to have been a required course taken in the freshman year of college. Thirty-five (a little over 23 per cent) have not had a course in the field of speech. Of those who have had such a course, 135 (about 91 per cent) have not had one at a level above that of the typical, introductory public speaking course. Consequently, only a few of those English teachers have had any work whatever in the scientific, analytical, clinical, or other advanced areas of that discipline. All of this adds up to a pretty gloomy picture of English teacher preparation in New Mexico; but the gloom is not totally unrelieved. All but two of the 148 teachers in the representative sample have had courses in literature -- although one wonders what those two teachers are doing, if anything, with the study of literature in their classes! The group of 146 teachers with literature credits has accumulated a total of 3,093 such credits, or an average of slightly more

than twenty-one per teacher. This fact, while generally quite encouraging, says nothing, of course, about the nature and quality of the literature courses that make up the total, and nothing about how few or how many hours individual teachers have had. Moreover, it might be noted, at least parenthetically, that information and concepts about literature acquired by teachers some time ago may be incorrect orrelatively ineffective when compared with those now available as a result of recent literary investigation and scholarship. At any rate, looking at the total picture of English teacher preparation in New Mexico on the basis of the Simpson study, we seem to have here a fairly typical example of the national pattern: a good many courses and hours in the historical, chronological, period-based study of literature and very few courses devoted to the study of English in its linguistic, functional, phenomenological aspects.

In defense of the state's English teacher preparatory programs, I suppose I ought to add that only half, or 74, of the teachers sampled in the Simpson study received their training in New Mexico institutions of higher learning. In many ways this is no comfort at all. I do believe that the undergraduate English teacher training program at this institution is a good deal better than that at most other institutions. At the same time I have to add the opinion that our fifth year or master's level program is quite weak. The standard master's programs in our two departments, while strong for the graduate level education of students with other goals, are inadequate for the post-service training, or retraining, of secondary school English teachers.

b. The special need. In setting out to design a degree of "Master of Arts in the Teaching of English," one has to accept, I believe, the foundational idea that we are primarily concerned with developing in the students pursuing such a degree professional expertise. General programs such as the Master of Arts in English or the Master of Arts in Secondary Education cannot, generally speaking, provide the essential translation from theory to practice, from concept to practice. Too much is left unstructured or undirected. In what must be regarded as essentially more a professional than an academic preparation (while admitting that the two things are not basically divisible), we cannot put our faith in a hope that students will make the necessary connections through a process of casual, intellectual osmosis. For that reason, any advanced program such as the MAT of English should be designed to meet identified needs to the extent that we are able to identify those needs.

The Proposed Program. In the following section, the program of courses is stated in summary form, after which the reasons for the inclusion of those courses are stated in supporting detail. The numbering of a course as "4xx" or "5xx" indicates that it is to be a new course for which a number cannot yet have been selected.

Memo, Prouse to Frank and Doxtator
November 17, 1967

English

1.	English 492	Introduction to Linguistics	3	(Now 392)
2.	English 494	English Grammars	3	(New)
3.	English 5xx	Critical Approaches to Literature	3	(New)
4.	English 490 or a 600-level English course		3	
5.	English ___:	A course in recent British or American literature	3	
6.	English 5xx	Writing in the Secondary School (to be crosslisted in Secondary Education)	3	(New)
7.	English 528	Studies in Reading and Literature for Secondary Teachers (to be crosslisted in Secondary Education)	3	(New title)
			21	(21-24)

Secondary Education

1.	Sec. Educ. 5xx	Advanced Instructional Theory	3	(New)
2.	Sec. Educ. 5xx	Language Problems of the Bilingual/Sublingual Student	3	(New)
3.	Sec. Educ. 5xx	Seminar in English Curriculum and Instruction	2-5	(New)
			8-11	(8-14)

Elective

1.	Any course upon advisement	3	
		3	

Alternative programs:

English	21	English	24	English	21
Sec. Educ.	8	Sec. Educ.	8	Sec. Educ.	11
Elective	3		32		32
	32				

Memo, Prouse to Frank and Doxtator
November 17, 1967

a. English 492 and 494. There was full agreement among the committee members on the need for at least two courses in linguistics. The need for creating a second course beyond our current English 392 (Introduction to Linguistics) was expressed from the very beginning of committee deliberations because of our belief that it is virtually impossible to combine introductory linguistics study with study of various grammatical descriptions in a single three-hour course. For that reason, we propose that the present English 392 be renumbered 492 to place it at a more appropriate level (to the extent that numbers reflect the level of sophistication), and that a second course, English 494 (English Grammars) be created as a companion course to 492. English 492, or its equivalent, would become prerequisite to 494. By doing this, English 492 could deal with language change, phonological and morphological description, theories of language learning, methods of language study, questions of prescriptive vs. descriptive approaches to language analysis, levels or varieties of usage, semantics, syntax, lexicography, etc., leaving English 494 to concentrate upon the comparative study of grammatical descriptions of English. Both English 492 and 494 would be open to undergraduate and graduate students regardless of the specific program they were following.

b. English 5xx: Critical Approaches to Literature. The committee members strongly support the argument that there is a need for a course which concentrates upon various approaches to the critical analysis of literature. There is considerable evidence that secondary school English teachers have a distinctly limited repertoire in analyzing literature.

c. English 490 or a 600-level English course. If the MAT candidate has already taken English 490, he will enroll in another graduate course or take 490 again if the materials selected for study are those not previously studied. Some candidates will be advised to take a 600-level course, for example the doctoral seminar in language, if they appear to be particularly well qualified students.

d. English 5xx: Writing in the Secondary School, and English 528: Studies in Reading and Literature for Secondary Teachers. These courses are proposed in order to provide directed study of the teaching of composition and creative writing, of the reading problems of secondary students, and of ways of organizing literature at the secondary level for most effective teaching and learning. It is proposed that these be crosslisted in Secondary Education. The present 528 would be retitled as above.

e. Secondary Education 5xx: Advanced Instructional Theory. There are so many important recent developments in the field of instructional theory and its applications to the classroom that the committee members believe that a course devoted to the examination and study of those developments is essential in the MAT program.

f. Secondary Education 5xx: Language Problems of the Bilingual/Sublingual Student. The need for this course has already been stated in this memorandum.

g. Secondary Education 5xx: Seminar in English Curriculum and Instruction. This is the "translation" course that will deal with the application of other MAT course learnings to the practical problems of curriculum and instruction in secondary school English classes. It will also concern itself with many matters not likely to be considered in those other courses. Providing variable credit for this course reflects the fact that some of the candidates for the MAT degree will have had previous special training (such as in NDEA English institutes, special courses, or in various kinds of in-service workshops) and need not undertake as much study in this area as candidates who have had little such training.

Admission to the MAT Program. Admission to the MAT program will involve screening and advisement. A committee for MAT screening would be appointed to select candidates. Those with only a minor in English could be admitted to the program with the approval of committee members, but would be expected to take additional work in English or other areas upon individual advisement.

Certification is a requirement in the standard MAT "framework" and would apply to this program as well. Candidates not yet certified may be considered by the committee if they have begun preparation for certification before officially entering the program. Such non-certified candidates would have to agree to become certified before completing the program, and to accept the necessity of taking additional courses in order to do so. For example, students with a B.A. degree and no professional education courses might take three graduate courses in Education equivalent to those required for certification and the student teaching work of six units for which graduate credit may not be given. The standard certification requirement for this university totals 24 units. It has been suggested that promising, interested, and highly motivated seniors majoring in English might be advised of the possibilities in the MAT program and be encouraged to begin taking some of the courses necessary for certification before graduating.

Final Comment. I am extremely pleased that representatives of the departments of English and Secondary Education were able to work together with such mutual helpfulness and concerted purpose that we can propose a program we unanimously support. Our "solutions" may not all be quickly accepted; some may undergo considerable modification; but I think the committee members can take considerable satisfaction in the fact that what they have proposed is the product of cooperative interdepartmental action.

THE UNIVERSITY OF VERMONT

THE GRADUATE PROGRAM IN ENGLISH

The Master of Arts degree requires 24 hours of graduate course work and a thesis (6 hours), reading knowledge of a modern foreign language, and a comprehensive written examination covering both English and American literature.

The Master of Arts in Teaching degree requires 24 hours of graduate course work in English and American Literature and 6 hours in graduate course work in Education. Candidates for this degree should have 12 undergraduate hours in Education. The comprehensive written examination is the same as for the M. A. A comprehensive examination in the field of Education is also required. No thesis is required, and there is no foreign language requirement.

Applicants for admission to these programs must submit scores of the Graduate Record Examination, including the advanced literature examination.

Several types of financial aid are avialable to qualified applicants:

1) Graduate College Fellowships. $1000 plus a full tuition scholarship. Holders of these awards study full time and are not required to perform any services.

2) Graduate Teaching Fellowships. $2200 plus a full tuition scholarship the first year (slightly higher stipend the second year). Holders of these awards teach two sections of Freshman English and pursue their graduate program on a half-time basis.

3) Prospective Teacher Fellowships. $2000 and $400 for each dependent plus a full tuition scholarship the first year (slightly higher stipend the second year). Available only to those preparing for careers as teachers of secondary school English. Applicants must not have taught before (or for a number of years), and may have had either an undergraduate English major or Education-English major. This two-year program provides intern-teaching experience in the second yaar. Students earn both certification and a master's degree (M.A. or M.A.T.).

Application forms available from Graduate College, University of Vermont, Burlington, Vermont 05401